




## Center on School Turnaround at WestEd




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## Center on School Turnaround


- Part of a federal network of fifteen Regional Comprehensive Assistance Centers, serving individual states or clusters of states, and seven national Content Centers



Carlos McCauley  
*Director*



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*Associate Director*



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## Center on School Turnaround: Objectives

- Advocating and building support for schools and districts.
- Creating a pro-turnaround statutory and regulatory environment.
- Administering and managing turnaround efforts effectively.
- Providing targeted and timely technical assistance to schools and districts.

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### What is School Turnaround?

- Challenges the status quo and impacts a wide variety of audiences
- Significant change from past practice of incremental change

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### Why is School Turnaround important?

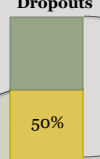
- We are failing our students, in fact, fewer than 15% of high schools are producing half of the nation's 1.2 million dropouts – this is our call to action

**Number of High Schools**




<15%

**Number of Dropouts**



50%

1.2 Million Dropouts



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### Facts and Figures: School Turnaround

- ESEA waiver: 40 states plus Washington, D.C. and 8 CORE districts in California
- States have passed Legislation for low performing schools



- Over 1600 schools awarded School Improvement Grants (SIGs); \$6 billion invested
- Improvement “Needs” across schools

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### Key Roles in School Turnaround



- Federal Efforts
- State Actions
- Local Efforts and Needs



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### Key National Turnaround Themes

Pockets of Success	Greater Needs
<ul style="list-style-type: none"> <li>• Building and supporting strong teachers and leaders</li> <li>• Challenging “tradition”</li> <li>• Building a culture of respect and high standards for students</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing responsive instruction, especially for diverse student populations</li> <li>• Identifying best practices</li> <li>• Sustaining efforts</li> </ul>



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### Implications for What We are Learning

Capacity Building	Share Information
<ul style="list-style-type: none"> <li>• Build capacity in small/rural states/districts/schools and secondary schools, including by collecting and disseminating practices.</li> <li>• Build state/district capacity to implement turnaround through comprehensive, system-wide approach.</li> <li>• Increase peer-to-peer learning opportunities for states, districts, and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate efforts to collect, analyze, and report leading and achievement indicators.</li> <li>• Highlight stories from the field to counter negative stories.</li> <li>• Maximize resources to address intervention challenges and sustainability.</li> </ul>



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**English Learners and School Turnaround**

- **English learners**
  - Fastest growing K-12 public school student population.
  - Population has grown by two-thirds to over 5 million students.
  - Constitute sizable subpopulations of many low-performing and turnaround schools (Taylor et al., 2010).

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**Turnaround and English Learners**

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction

**Action Principles**

- Promote evidence-based district and school practices that help all students, in particular English Learners.
- Leverage technical assistance and professional development infrastructure to build instruction.
- Refine accountability frameworks to be more responsive to English Learners and their educators.
- Ensure teacher evaluation policies recognize the expertise and skills required to effectively educate English Learners.
- Support dual-language instruction.




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**Turnaround and English Learners**

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction

- Know who the students are.
- Articulate expected linguistic and academic goals.
- Design instruction and services around English Learners' strengths and needs.


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### Turnaround and English Learners

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction



- Implement standards-based instructional programs that vertically align across grade levels and are consistent districtwide.
- Engage in timely and actionable assessment practices and modify instruction appropriately.




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### Turnaround and English Learners

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction



- Unpack and understand new state standards.
- Recognize and foster opportunities to develop language.
- Strengthen language within content area practices.
- Ensure instruction focus on communicative competencies.




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### Turnaround and English Learners

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction



- Examine and report the long-term outcomes of all English Learners.
- Establish a system that allows educators to know which students are and are not progressing.
- Create a refined system that allows for the identification of which underperforming schools and districts are accelerating student progress.




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### Turnaround and English Learners

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction



- Recognize the interrelationship of ELP proficiency, time, and academic progress.
- At the secondary level, recognize ESL/ELD teachers contribute to the ability to perform on academic content assessments.




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### Turnaround and English Learners

- Promote Evidence-Based Practices
- Technical Assistance and Professional Development
- Refine Accountability Frameworks
- Ensure Teacher Evaluation Policies
- Dual-Language Instruction



- Research stating its benefit to the development of English learners.
- Enhances early literacy development and academic content instruction.




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### Summary

- Growing Need
- Key Roles in School Turnaround
- Action Principles

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